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It has been found to be almost impossible to indentify "good" characteristics of administrators and to teach these characteristics to graduate students for administration preparation. Therefore, the emphasis of the Michigan State University program for education media specialists is placed upon practical experience of administration within a school situation.

Good administrators need a broad base of education. They should be well versed in human relations and be aware that administration exists solely for the welfare of the student.

The Media Specialist program at Michigan State provides an internship for students in a school system as an integral part of the program. Individual student conferences provide a basis for the University to place the student in a system and provide an actual problem for him to deal with. Class sessions are held in seminar fashion. Class or group visitation to demonstrations of new media techniques occur frequently.

Computers may be used in the future to program problems for students and to analyze their solutions.

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THE ADMINISTRATIVE PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS

ED001394

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During the past half century there has been considerable preoccupation in education with analyses of what a good teacher is, knows, and does. The hypothesis of extensive investigation in these areas was that if we could identify discrete characteristics that are common to very good teachers everywhere, we could concentrate on teaching these specific characteristics to prospective teachers and we'd "have it made!"

The results were disappointing. It proved difficult to secure agreement even on what good teaching is, to say nothing of identifying the characteristic behaviors, knowledge and skills which such teachers are presumed to possess.

It had been anticipated that the analysis would be difficult because of the inherent complexity and subtlety of learning and of human relationships involved. But it was disconcerting to discover so little agreement on such time-honored qualities for teachers as above average intelligence, thorough knowledge of subject matter, and love of children.[1]

Some Key Factors in the Preparation of Administrators

There have been similar attempts to identify those characteristics making for effective school administration and with somewhat comparable results. The conclusion is reached that the qualities that make for a good administrator, like those of a good teacher, do not exist in isolation and cannot be specifically taught. They do exist and appear to derive much of their character in combination with other qualities and in situations which call them into action.[2]

The Importance of Method

The subtle relationships and interactions of desirable qualities plus the experiences which call them forth, test, and perhaps strengthen them, represent the best clues we

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1 Borg, Walter R. in "Personality and Interest Measures as Related to Criteria of Instructor Effectiveness" (Journal for Educational Research, May 1957, pp. 701-709) correlated a long list of tests of traits with ratings of peers, supervisors, and students. Correlations were uniformly low and inconsistent with the criteria. This is one of some hundreds of studies which led Hall and Vincent to comment, in an article on staff selection, on "The present confusion--almost frustration--in attempts to define effective teachers . . . " (Monroes Encys. of Ed. Rsrch, 1960, p. 1377)

2 Campbell, Roald F. and Faber, Charles F. in "Administrative Behavior: Theory and Research" (Review of Educational Research, October 1961 p. 364) report that "After years of futile effort with the trait approach to administration, personal variables, perhaps categorized at a more significant level, are being related to administrative behavior." A few behavior patterns such as conjunctivity, intensity, social ability, ambition, and drive appear to be significantly related to administrative success according to two recent studies.

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have for developing effective programs for the professional preparation of educational administrators. Thus it is the method by which worthwhile experiences can be provided that perhaps deserves attention as much as the specific learnings which must be sought.

There is little new in this suggested emphasis on method, but it has exciting possibilities if viewed in the context of rapidly growing demands on the educational systems of our world today. If a choice must be made, it is probably much more important that a media specialist (or a superintendent of schools) be effective in bringing about acceptance of educational change than that he know how to put together a good budget.

It could be argued, of course, that we are comparing here two different orders of function of the genus administratus. True. But the writer would hold the analogy still valid for it is not a question of "loving good budgets less," but of "loving good leadership more." It is a question first of emphasis and, if you accept this, of what you can do about it--in short, a question of method. Leadership for educational change is of great importance for any administrator; for an educational media administrator, it is a prime requisite.

Leadership for Educational Change

On the importance of effective educational leadership with respect to changing needs, there is much evidence. Lindsey and Schwarcz in a recent ASCD Yearbook, for example, point out that:[3]

> "Various dimensions of our complex and changing society have been the subject of many analyses, all of which result in the conclusion that our society is extremely complex and is changing at a rate almost beyond calculation. Unless those who assume educational leadership are aware of what is going on in other areas than organized education, unless they are ready, willing, and able to modify their present concepts in terms of new developments, they are performing dangerously below par."

It is likely that were these words to be written today rather than several years ago, something stronger than "dangerously below par" would be employed. Educational leaders in many quarters have been shaken sufficiently by a succession of developments, for the most part external to the field of education itself, so that they are beginning seriously to consider fundamental changes in curriculum, method, and school organization.

The Educated Administrator

There is a clue in the above statement to another competence necessary for educational leadership today, and this is a knowledge of something more than the field of professional education and a specialization within it. An administrator must be able to function successfully in a broader arena than a school, a school system, or a college if he is to function effectively as a leader within it. If this has a ring suspiciously like the old liberal arts tradition for the education of teachers, so be it. But let it be recognized at once that there are major differences in philosophy, function, and method from the Great Books concept of education.

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3 Yearbook 1960, "Leadership for Improving Instruction," Assn. for Supervision & Curriculum Development, NEA, Wash., D.C., 1960. p. 16.

It has always been true that a good educator is first of all an educated man. One obviously cannot teach what he does not know; and a breadth of knowledge in cognate fields is essential for depth of interpretation in one's own. But we have long since abandoned the concept that knowledge and the ability to communicate that knowledge to others are in any significant degree synonymous. Generations of long-suffering college students are sufficient testimony to this fact if such evidence is needed.

Nor is knowledge for its own sake enough for the professional educator. He must be able to apply the benefits of his learning to the lives of others and to do so with uncommon effectiveness. He has an obligation to this end as a professional person. Without such competence, he has little fulfillment as an individual--and limited success as an educator. Herein lies the Achilles heel of the academic tradition.

The needed changes in education are antithetical in method, as well, to traditional concepts of learning. There have never been enough great teachers at whose feet to sit to make a quality education possible for more than a select few. The educational needs of the peoples of the free world during the '60's and '70's are of such dimensions in underdeveloped countries as to preclude serious consideration of literacy as a prerequisite for much of the learning which must take place. And in the more fortunate industrial nations, learning must proceed on a scale and at a pace for which the medium of print as the primary channel of instructional communication is inherently inadequate. The true revolutions in education must come both in the organization of knowledge and in its modes of presentation.

The above discussion has purposely avoided such added complexities as clarifying educational objectives, accommodating individual differences, applying diverse theories of learning, and curriculum development commensurate with the task at hand. With all of these and their protagonists, the educational media specialist must be able to work effectively. To do so, he must have more than superficial knowledge of the basic fields and issues in education. This is one of the things that the members of the Cincinnati Seminar had in mind in using the term "generalist specialist" for describing the nature of the audiovisual specialist.

The Basic Function of Administration

Another basic concept with which good administrators must be thoroughly familiar is the simple fact that administration exists solely for the welfare of the student. Not for the teachers, for other administrators, for the school buildings, or even for the community which established and fills the position does the superintendency or any other administrative position exist. This concept may be a bit difficult to accept at first, for it may seem foreign to the common perception or "other image" which one has for administrators with whom he is familiar. Yet it is basic, philosophically sound, functionally unassailable -- and beautifully simple.

The essence of the above principle of administration is the purpose for which the schools themselves exist. While some objectives of education are properly stated in terms of societal, family, and group welfare, it is only through individual student learning and development that objectives of any kind can be realized. Thus the fundamental truth that the schools and all who are employed in them are there for one purpose only -- to help Johnny and Janey learn.

Should you be tempted to treat this concept lightly, don't. One thing all administrators have to do from time to time is to solve problems of various kinds. Many of these problems may be solved rather readily in such tangible terms as budgets, organization, or finding the errant culprit.

But the really difficult decisions which test the character, judgment, and overall ability of the administrator frequently require recourse to such fundamental questions as, "What decision is going to be best in the long run for the students?" If he can answer this question affirmatively and honestly, he will seldom be far off in his decisions. If he cannot, or if he fails to ask it, he may frequently err and compound his problems in the process. The good administrator is well versed in social as well as administrative theory and philosophy; they contain the fundamental principles by which he operates.

The Administrator Type

There are many other qualities of effective administrators which come readily to mind. They are able to judge people well, to delegate responsibility and the authority to go with it, and to make sound judgments and quick decisions. They are generous in giving credit to those who work with them. They can analyze problems, assess priorities, organize themselves and their associates, and have plenty of that commodity we call drive. They have good business and public relations sense, a good sense of humor and the capacity of being genuinely sympathetic with the problems of staff members without "coming unglued." They are generally relaxed in relations with others but capable of firmness when necessary. They are at once creative and realistic, inspirational and cautious. As a rule, they are sensitive and considerate but must also be thick-skinned and rugged when toughness is needed. They inspire confidence in others, are kind to dumb animals, and are good judges of horseflesh etc. You name it!

In addition to being quite a person in his own right, our good administrator must also be a top professional educator, dedicated to what he is doing and thoroughly enjoying it in spite of the numerous and inevitable headaches of skimpy budgets, personnel problems, service breakdowns, unappreciative teachers, long hours, and falling arches.

By now, any sensible young candidate who chances to read this should be convinced that the whole thing is impossible; that if such paragons really exist, they're a bit short on brains to be working for an educator's salary; or that perhaps for characters like these, Plato might have had something at that in his proposed treatment of the Golden Men.

Should our prospects still be around after exposure to the above eulogy, they might be worth another look. The first step in the preparation of administrators of media programs, and possibly the most important one, is the selection of likely candidates. While there is more than a touch of whimsy in the above paragraphs, there is also more than a little truth. And while the exemplary qualities of a good administrator cannot be taught directly, they can perhaps be developed if the candidate has good potential.

AN EDUCATOR-ADMINISTRATOR MODEL

To sum up the discussion to this point, our prospective media specialist needs to learn through some means quite a few ideas, principles, attitudes, and modes of behavior which are known and practiced by good administrators at any level of the educational system. Most of these ideas acquire meaning and significance to the individual only

as he gains experience at an operational level. But we can and must give him an opportunity to become at least initially acquainted with them in the course of his preparati It may be possible to do more, depending on the methods we use.

The media program administrator's course of preparation should have certain common elements with that of other persons preparing for supervisory or administrative positions in the school system. Most particularly, he must acquire and develop the skills of organization and good human relations which characterize most good administrators in public service fields.[4]

A Need for Balance

Let it be clear that we do not propose the same preparation programs for media specialists as for school administrators plus a few media courses thrown in. But let it b equally clear that neither do we advocate the same preparation program as for curriculum directors plus a few media courses thrown in. The ideal program is somewhere in between. A sufficient concentration in the curriculum and learning theory areas is needed to provide a sound philosophical and functional base for the media operation plus the administrative knowledge and skills to make it work.

MSU's Program for Educational Media Specialists

The graduate program for educational media specialists at Michigan State University illustrates some of the elements regarded as important for the administrative preparation of directors of media programs. This particular program was adopted in 1962 after several years of study by committees representing the Colleges of Education and Communi cation Arts and all of the educational media. A variety of programs are provided for media specialists at the Master's, Six Year, and Doctoral levels.

A high degree of flexibility permits programs to be tailored to individual backgroun interests and professional goals. Thus, a candidate with experience largely at the secondary level gets considerable exposure to elementary curriculum, methods (particularly in reading) and child development. Candidates with an elementary teaching background, on the other hand, are required to become familiar with the secondary school program. This pattern applies, of course, to people whose eventual goal is to direct a media program for a school system.

Candidates with no administrative or supervisory experience are assigned course work in these areas commensurate with their needs. Should their professional goals lie in industry, adult education, government or overseas programs rather than in formal education, the overall program is modified accordingly.

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4 Woodard, in a doctoral study of competencies needed by administrators, noted the similarity in competencies reported as required by supervisors, principals, and superintendents. Preservice areas of study considered essential and which with mino changes of emphasis would be of importance for media specialists, as well, include: function and scope of public education, communication, educational foundations, huma relations, community relations, curriculum, instructional and guidance activities, supervisory services, evaluation and research, and related agencies. (Woodard, Prince B., A Study of Competencies Needed by School Administrators and Supervisors in Virginia with Implications for Preservice Education, Univ. of Virginia, 1954.

To accommodate some of the need for the "educated man" concept discussed earlier, graduate students at all levels take a sequence of courses outside the College of Education. This minor or cognate area is normally, but not necessarily, related to the candidate's undergraduate major field. Sociology, political science, and psychology are frequent choices for minor fields of study. Within them, course selections may or may not relate in some manner to the media fields. Public Administration, the Sociology of Mass Communications, and the Psychology of Persuasion are examples of related courses within the three fields. Work in Communications is normally a part of the major.

In the media area, beyond the basic course, are courses in production (graphics, photography, ETV, and programed instruction); research and theory, including communications research; and a specific course in administration. There are also several seminars and workshops which include administrative considerations of such subjects as educational technology, instructional systems, programed instruction, instructional materials centers, and CCTV. Such seminars and workshops can currently be scheduled at this institution without the formality of establishing a new course. This procedure permits new areas to be tried out as a basis for possible later establishment as regular offerings.

A new feature in the Media Specialist Program at this institution is the provision of intern or extern experience as an integral part of the program.* The distinction between the two is primarily in the degree of independent operation with which the candidate functions. One with limited prior experience might be assigned for a term as an assistant to the media director of a city school system to observe and to participate to the extent that his competence makes feasible. A student with more background might be assigned such regular duties as inservice work with teachers on ETV, on programed instruction, or on some other phase needed in the system. In the latter case, the extern would function somewhat as a resource person and would add a distinctive dimension to the program.

In either case, the assignment is planned to add a distinctive element to the candidate's experience. It is arranged, and the system selected with this purpose in mind. The candidate lives in the community and attends faculty meetings and school affairs like a regular member of the staff. He is also assigned a specific problem related to his service assignment and has a report to prepare at the conclusion of the experience.

During the quarter, at approximately two week intervals, the candidate returns to the campus for a Saturday seminar. At this time, problems and questions on off-campus assignments are reviewed, solutions or improvements proposed and examined, and pertinent readings assigned. The pattern is similar to that now used rather widely and successfully in professional programs for school administrators. We feel that it has exceptional possibilities for the media specialist program.

An interesting feature of the MSU media specialist program is a weekly luncheon for participating graduate students who are on campus. Initiated and planned by the students themselves and attended by their advisors, these luncheons have proved to be highly successful. Faculty members from other departments are frequently invited in to discuss pertinent administrative topics informally with the group. Such subjects are discussed as school building trends, team teaching, curriculum development, large group instruction, administrative theory and the residual rights of faculty members in programed materials and taped or filmed lessons. In addition, there have been useful

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* Limited thus far to six year and doctoral programs

discussions of degree requirements, thesis problems, a new Educational Development Project now under way in the University, and plans for the forthcoming DAVI Convention.

Perhaps the best feature of the luncheons is the opportunity for students and faculty members to get well acquainted personally with one another in a manner difficult to achieve in office or classroom. In addition, a healthy group identity has developed from which much of value can come. One such benefit has been the establishment of a Media Grad Room--a well-equipped sanctum for work and study away from crowded family apartments or library and accessible day or night by special key.

The Administration Course for Media Specialists

As will have been noted before now, the writer regards numerous other elements as fundamentally important in the administrative preparation of media specialists. Many of these do not lend themselves to formal treatment, but rather a product of method and of human relationships. There is also a specific body of knowledge and skills relating to media program administration which can be taught to advantage in a formal course situation for those who have had basic or advanced work in the nature and effective use of the various instructional materials and media. An outline of representative topics for such a course is given below.

Outline of Administration Course for Media Specialists

I. Role of the Educational Media Program

A. Analysis of media program objectives - meanings in specific terms - relation to overall objectives of the school.

B. Relationship to the total educational program - relation to teachers and students - to curriculum - to educational administration - to supervision - to the community.

C. Nature of the job to be done - scope of the program - services required - definition of terms.

D. Educational justification - review of pertinent research - challenges to todays' schools and higher institutions of learning in population - in the multiplication of knowledge - and in the rapidly changing nature of society.

II. The Nature and Functions of Administration

A. Why Administration?

B. Responsibilities of the media administrator - his administrative relationship to other staff members - the team approach to educational problems - implementation of the curriculum - curriculum improvement - program development.

C. Characteristics of the good administrator - a look at their individual differences - experiential development - evaluation of.

D. Evaluation of administrative effectiveness - criteria - how applied to individuals and to programs.

III. Initiating New Programs and Improving Established Programs

A. Starting a new program - basis for - steps involved - precautions - parallels in curriculum change, etc.

B. The leadership function - relationship to educational change - hereditary or acquired? - implications for modes of operation - evaluation.

C. Program Development - impact of educational technology - required planning-responsibilities for keeping informed in depth - methods of preparing teachers and decision makers for needed developments - coordination with curriculum development - research and experimentation - continuing evaluation.

IV. Effective Organization of Media Services

A. Analysis of representative successful programs of several sizes, types, and levels to determine organizational similarities - differences - advantages and limitations.

B. Relationship of program function to organization - what to include - why? - standards of effective service.

C. Organization for small, medium and large operations - how determine - factors in - standards for good organization.

D. The service operation - importance of excellent service to the total program - organization and staffing for - system development in terms of total program needs - necessary priorities - handling complaints - continuing evaluation.

V. Staffing the Media Program

A. Elements in establishing staff needs - program functions - size of system - stage of development - financial support, etc. - significance of each - establishing a plan.

B. Personnel selection - qualifications - how determine - other bases for selection - sources - selection procedures - ethical and professional considerations in selection.

C. Staff development - importance of - elements in - staff integration and draining - staff relationships - assignment of authority with responsibility - "credit" - staff problems, their prevention and cure - performance evaluation.

D. Staff salaries and promotion - pertinent policies - relation to institutional schedules and policies - standards for.

VI. In-service Education of Teachers

A. Establishing a base for - motivating interest - gaining support of other administrators - cooperative approach - developing plans.

B. Organizing programs - analysis of needs - small and large group techniques - enlisting participation of able teachers - individual self-teaching devices - examples of successful programs.

C. Administrative policies concerning - relation to other overall school programs - importance of gradation of experiences - timing and pacing - the continuing program.

VII. Equipment and Facilities for the Media Program

A. Administrative responsibilities of the media director - knowledge of desirable equipment and facilities - standards and needs - establishing needed relations with top administration - assisting in overall planning of remodeling and new construction - securing priorities for instructional materials and equipment.

B. Building facilities - classroom and large group space requirements - electrical, light control, etc. - standards - impact of technology - the "crystal ball."

C. Equipment selection and procurement - assessment of needs - standards for selection - relation to overall school needs and to the service budget - bids and purchasing procedures - needed records - long range planning - cost and performance analysis.

D. The Center (AV, IM, EM, IC, or LR) - operational facilities and equipment requirements (including production) - how determine - standards for - sources of - relation to program - need for long range planning - continuing evaluation of procedures.

VIII. Financing the Media Program

A. Elements of financial planning - sources of total school funds and their expenditure - proportion used for instruction, capital outlay, maintenance, etc. - source of funds for media materials and equipment - interrelationships with total financial requirements of the schools.

B. Interpreting program needs in dollars - pinpointing program objectives - short and long range plans - establishing priorities - adapting to anticipated allocations - putting the budget together.

C. Effective presentation of budget - building the case for program needs in terms of school system needs - appropriate visualization - comparative records - evaluation of progress - evidence of intelligent planning.

IX. Interpretive Functions of the Educational Media Specialist

A. Importance of effective public interpretation of the educational program - relation to the media program and its functions - pros and cons - factors for consideration - patterns.

B. Interpretation of the media program - continuing rather than sporadic - interpreting to teachers, administrators, and community - competencies required - examples of effective programs.

C. The forward look - the model or image desired - identification of audience - specifying the message - factors of relevance, balance, and desired effect - evidence of basic objectives - executing appropriate programs - evaluation.

The elements in the above outline are probably fairly typical of those found in similar courses in a number of universities. There may be other elements the reader would add or substitute or he might label or organize these differently. This is unimportant so long as the concepts represented are functionally learned by the student. As stated, they represent one pattern for an appropriate scope and sequence in a formal training program. Of much greater importance in this writer's judgment, is the method by which the content included can be made meaningful and vital to the prospective or operating media specialist.

The Method of Approach

Intellectual awareness of administrative concepts is not enough. It is all too easy to study about administration without learning much about how to function as an administrator. Having helpful answers and being able to do something with them in a real situation is an essential objective of administrative training. One may acquire this ability after years of experience if he is reasonably endowed with common sense, fortitude, and sufficient good luck to have avoided fatal errors. But we have neither the time nor the excuse for this kind of inept preparation of tomorrow's educational leaders in the media field.

There is no magic answer, of course, but the problem approach to the administration course has several distinctive advantages to commend it. One is that, if properly handled, the student has some of the feeling of discovery and satisfaction which real solutions to real problems brings. Another is that his approach provides a meaningful framework on which to hang administrative concepts and ideas. And, finally, the problem approach has the potential of making the learning situation somewhat more real and stimulating for the student in that actual administration is frequently involved with problems or with their prevention.

The plan suggested involves the following procedures:

1. A conference with each student in the administration course to determine his background of experience,his interests, and his goal in the media field.

2. Selection, based on the above, of a problem for particular study during the term. When feasible, this study should be related directly to his present position and school system and designed to help solve a real problem. The intern or extern assignment might well provide the problem of study for advanced students.

3. The class sessions are conducted in seminar fashion. Since each special study project is apt to cut across several of the units outlined earlier, the students are given the responsibility of raising significant questions and problems related to their particular topics at appropriate points during the term and of contributing in a substantial way to discussion at such points. In addition, the instructor has a list of problems on each of the units and uses them for assignments or otherwise as needed to assure that significant areas are not overlooked. As a variation, some assignments might include the identification of practical problems which the readings do not adequately cover.

4. Class or group visitations to operating centers, CCTV, self-instruction, language laboratory or computer installations may be in order if such facilities are reasonably available and if needed to answer worthwhile questions. Key personnel from such operations and educational administrators from systems having good media programs can occasionally be brought in to advantage. Either type of activity should be undertaken only when specific rather than general benefits are being sought and when the activity is conducted in terms of those specific objectives.

As with any teaching activity, the key to successful results with the problems approa lies largely in how it is conducted, in the competence and enthusiasm of the instructor, and in the skill with which he motivates interest, adapts his procedures as needed, and keeps the group moving ahead.

Problems can be dull things if treated in a dull manner as if they were headaches for which we are attempting simply to find the right pills. Or they can be exciting challenges to the prospective director or coordinator who sees in his chosen field of the media a chance to make major contributions to the improvement of teaching and learning -- the most important business there is.

Differentiations by Levels of Operation

We have not attempted in the foregoing discussion to differentiate between the administrative ideas which a media specialist must know, be aware of, and handle at different levels of professional responsibility. In our judgment, such an effort would be of questionable value in administrative study because the differences which do exist for these levels are of degree rather than of kind.

Essentially the same basic administrative concepts are needed by the beginner in the business as by one who directs a total program if both are to function at an optimum level. The latter, of course, requires added depth and skill derived from experience and from such specialized courses as school finance, school buildings, etc. But the fundamentals are the same for both.

At the theoretical level of graduate instruction and large system management, successful administrative experience on a fairly substantial scale is probably essential. Those who move into such positions in the years ahead will of necessity have, also, the breadth of knowledge of the whole educational system as provided by doctoral and post-doctoral work in a variety of related fields including communications, learning theory, higher education, educational technology, and the behavioral sciences. They will need these for the total job to be done and will derive added stature and confidence in the process for the administrative functions and teaching to be performed. But again, the administrative fundamentals with which these professionals are concerned remain essentially the same even though their application is more intricate and extensive.

Personnel and Facilities for Administrative Training

A formal training program of the type outlined above should have someone to teach it who is trained, experienced,and well qualified as an educator, an educational administrator, and an educational media specialist. This is a large order which can probably best be met in most institutions by a team approach. Whether or not an individual is available with the breadth and depth of experience suggested, it will be a decided advantage for the levels of concepts proposed in the outline to have access to specialist

on the Education faculty in such areas as administrative theory, supervision, finance, law, school buildings, and business management.

There are obvious advantages in having a strong media program in operation on the campus where formal administration course work is provided. The team referred to above can perhaps be recruited in part from the professional staff of such an operation. Work and observation opportunities for administration students are readily available; and needed materials, equipment, and productional facilities are close at hand.

Assuming that the relatively limited amount of materials and equipment needed can be otherwise provided, however, and that good school media programs and personnel are reasonably accessible, a good job can be done with the media administration course without special facilities. Facilities and equipment are needed in considerable amounts, of course, for the basic work media specialist candidates should have before coming into administrative training, but this is a matter for another paper.

A Look Ahead

1. Computer Use in Administrative Training. The possibilities of using computers in some aspects of administrative training for media people are worthy of investigation. Computers are now being used successfully in business management courses at MSU through the device of business "games." Programed problems which have been set up in the computer are assigned for study to teams of students. They work out their solutions, have them coded at the Computer Center and fed into the machine. The computer analyzes each solution in terms of a complex of factors and provides a read-out giving the analysis and the probability of success on each count.

2. New Sources Needed for Media Administrators. The supply of educational media specialist-administrators of the types described in this paper is far short of current demands. Should the technological revolution predicted by Finn move into education in even a small way during the next few years, the demand for such individuals would appear so farin excess of present sources as to constitute a major crisis for the media field and for education. It seems essential that the problem of manpower needs be given immediate and concentrated attention.

   Without question, the usual sources of candidates will be developed to the utmost. Additional people may be found among the ranks of school principals, supervisors, school librarians, and teachers. It seems clear, however, that these sources of themselves will be insufficient and that we will be faced more and more during the next decade with media programs under the direction of people with few, if any, professional qualifications for the job.

   This means that we must face up to the possible alternatives including increased specialization within the program organization and possible recruitment from outside of the ranks of education for some of the functions now performed by media specialists. The function of administration itself may be one of these.

   It is quite common in industry these days to recruit top management personnel from other industries of quite different types. Management, in other words, is treated as a discrete function and one quite separate from the product or service being sold. While there are obvious problems and dangers in applying such a pattern to education, it may, in the writer's judgment, be worth looking into.

There might be quite a few junior and senior executives in business and industry who are fed up with it and who would welcome the opportunity to apply their organizational skills to the educational enterprise if suitable ways could be found for them to do so. The trick here would be to assure the maintenance of sound educational policy while giving such men sufficient authority and responsibility to function.

The writer has been increasingly concerned at the mass of administrative detail with which his staff is involved. This problem is quite general in media programs throughout the country and is compounded as the programs develop. If we are to practice what we preach and give priority to those educational activities which others cannot do for us, a solution must be found to this enigma. It may be that the use of professional administrators can help. In any case, it is our administrative responsibility to find the answer.